

Doogtoons 4 - An Interview

<http://kibishipaul.com/blog1/>

THIS LESSON IS AIMED AT STUDENTS WITH AN ADVANCED LEVEL OF ENGLISH.

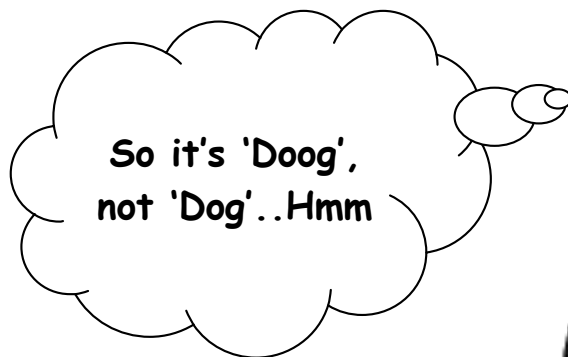
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Listening

Watch the video and try and fill in the blanks in the script below. If necessary repeat two or three times.

D: Okay. Are you guys **a.**[] for the first question? *pause* State your names, ages and occupations.

H: Holy shit! I'm Haig.

D: Haig what?

H: Haig . And my **b.**[], or age? What's next?

E: Age.

H: I'm a male. I'm 23 years old and I'm **c.**[] for romantic walks on the beach.

N: I can't handle this pressure, Doug. I can't handle the pressure.

D: You're **d.**[].

N: I can't handle the pressure, Doug.

D: It's okay. What's **e.**[] name?

N: My name is Nicholas James LeJeune and I'm 22 years old. And I'm a male, and I

D: It's okay man.

N: When I grow up I'm gonna be famous as a musician and a photographer. And a shoe **f.**[] man. Most people don't know that I aspire to **g.**[] shoes and make jewellery but that's Get the mike outta my face. Get the goddamn thing **h.**[] from me.

Words and Expressions

Read the sentences below and for the words in bold write in the meaning from the list a ~ g. The first has been done for you.

[**k**] Get **outta** here! I don't want to see you any more!

[] I haven't decided what my future **occupation** will be yet, but I'd like to work for a big company.

[] It's easy to tell when Tom falls for a girl. Look! He's already **blushing**.

[] A walk with your boyfriend in a summer garden with a full moon. That's very **romantic**.

[] Jenny has an interesting job. She's a **musician**.

[] So. What're you **gonna** do about it?

[] Please **state** your intentions towards my daughter.

[] Working in the construction industry has traditionally been seen as a **male** job.

[] He **aspires** to greater things so I don't think he'll stay long with this company.

[] Jack has been under a lot of **pressure** lately. I think he needs a break.

[] The car is broken. We need to take it to the garage for **repair**.

a. To say clearly.

b. A person's job.

c. A feeling you may get when you are in love with someone.

d. Man or boy.

e. A lot of stress.

f. When a person's face goes red because of embarrassment.

g. Shortened version of 'going to'.

h. Somebody who plays a musical instrument.

i. To fix something that is broken.

j. Your aim or goal in life.

k. Shortened version of 'out of'.

- **~can't handle this...** *This expression is used to state when you can't do or endure something difficult. Look at the examples.*

I can't handle these kids anymore. I need some help with them.

Pete can't handle his job. He should be in an occupation with less stress.

- **When...** *Used to say about an event that will happen at a certain time. **When** can come at the beginning or in the middle of a sentence. Look at the examples.*

When you're finished hand in your homework.

Lets go for a drink when you're in town next.

What do you want to do when the rain stops?

- **goddamn...** *Slang or swear word used as below.*

The man is a goddamn idiot!

Get that goddamn thing away from me!

Goddamn it!

Transcript

For this transcript I have highlighted the words and expressions I think are difficult for this level. Students can look them up in a dictionary or review the lesson.

D: Okay. Are you guys ready for the first question? *pause* **State** your names, ages and **occupations**.

H: Holy shit! I'm Haig.

D: Haig what?

H: Haig . And my occupation, or age? What's next?

E: Age.

H: I'm a **male**. I'm 23 years old and I'm looking for **romantic** walks on the beach.

N: I can't handle this **pressure**, Doug. I can't handle the pressure.

D: You're **blushing**.

N: I can't handle the pressure, Doug.

D: It's okay. What's your name?

N: My name is Nicholas James LeJeune and I'm 22 years old. And I'm a male, and I

D: It's okay man.

N: When I grow up I'm **gonna** be famous as a **musician** and a **photographer**. And a shoe **repairs** man. Most people don't know that I **aspire** to repair shoes and make jewellery but that's Get the mike **outta** my face. Get the goddamn thing away from me.

Teacher Notes

You can find the answers to the exercises on this page with a few guidelines for teachers.

VIDEO AND LISTENING

- Play the video through once with sound off. Ask the students (in groups) to write down what they think the video is about and make a note of any words or expressions they think may appear in the script. Also, what do they think the narrator is saying? These can be discussed in class and will give the students a background from which to start the listening section. One exercise would be to get students to make their own narration for the video. If necessary, give students practice with the vocabulary and word sections before showing it.
- Play video again with sound on. Students are asked to answer the first set of questions a ~ g.

**Answers; a. ready b. occupation c. looking d. blushing e. your
f. repairs g. repair h. away**

WORDS AND EXPRESSIONS

- As well as the exercise here I might practice the words introduced in this section by use of short quizzes or vocabulary games. There are many. Two of my favorites are; Back writing – where students in pairs write the words on each other's backs using their fingers. or, The miming game – Teacher mimes a word without vocalizing it. Students guess the word by reading the teacher's lips.

Answers; k b f c h g a d j e i